

competency and competitiveness thus promoting social and economical well-being of Ukraine. It is also the way of integrating Ukrainian professional education into European and world Common Education Space.

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THEORETICAL ASPECT OF THE USE OF PROJECT TRAINING TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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The work aims to reveal the features of the implementation of design technology based on the coverage of the essential characteristics of the concepts «project technology», «project method», «design», «project», and «project activity».

Describing the concept of «project technology», we point out that this is a training technology, the implementation of which expands the possibilities

of traditional processing by students of a certain topic (section, module) because it is aimed at creating a certain material or intellectual product that is directly related to the topic (section, module) during the execution of an educational project. The types of student activities provided by the educational project are carried out individually or in a group, while students communicate with each other and consult with teachers and thus recall the necessary knowledge and acquire the new one. The mechanism for the implementation of the project technology is always focused on the independent individual, pair, or group activities of students, which take place in a certain period.

Based on the fact that the project technology is developed for a specific pedagogical concept and has a clearly defined result, the implementation of the training process based on its realization can be considered as a factor of influence on the formation of the «knowledge» sphere of students' consciousness, since the «processed» educational and cognitive information takes the form of a specific object inherently characterized as an intellectual or material product created by the students themselves. Determining the value of involving students in project activities, V. Moskalenko points to the existing orientation to create a certain material or intellectual product [5, p. 58].

We emphasize that this technology is not a substitute for the traditional education system in higher education institutions, but is considered as a component of the training process in the system of competency-based education. Because the process of creating a project technology is purposeful, socially significant, pedagogically appropriate, practically implemented innovative activities of a teacher in designing and ensuring the functioning of the educational and developmental environment in which students' project activities will be carried out.

Revealing the essence of the concept of «project method», we point out that this method is not fundamentally new in world pedagogy, since it became widespread in the United States at the beginning of the last century. The method is based on the philosophical and humanistic ideas of J. Dewey, W. H. Kilpatrick, and E. Collings. Note that the problem of using the project method in the educational process was considered by E. Ananian, S. Batashova, O. Vasiuk, T. Veretenko, M. Elkin, S. Izbash, O. Zosymenko, V. Levchenko, O. Kalyta, V. Moshtuk, S. Omelianenko, V. Onipko, S. Sobolieva, O. Funtikova, and others.

For example, E. Ananian defines, the work on the project should be organized in such a way that the logic was observed from one stage to another. And the teacher must play the role of a coordinator and organizer of students' work on the independent search for knowledge, its creative processing [1, p. 6]. In modern pedagogical theory and practice, five stages

of work on a project are distinguished: 1) initiation (the invention of an idea for the project, determination of its topic and problems to be solved) 2) work planning; 3) project implementation; 4) presentation of the project and its defense; 5) reflection of the project (evaluation of the results).

Summarizing up the accumulated theoretical experience of modern science and practice, we note the main positive aspects of the implementation of the project method, for example [4, p. 143]: the expediency of integrating the project method with the educational process for all types of educational institutions without exception; relevance for modern ways of organizing effective independent student activities; the effectiveness of approaches to the formation of the cognitive interests of students, the motivation of their cognitive activity and cognitive independence; the productivity of the person's creative self-realization; focus on the development of intellectual abilities and capabilities of students, the formation of their emotional and volitional sphere; coordination of cognitive activity, the ability to penetrate into the essence of the studied processes (phenomena), the formation of skills of independent educational and cognitive activity; ensuring polylogical communication between participants of project activities, a combination of individual forms of cognitive activity with group and collective forms of interaction of participants of project activities; correction of the process of implementation of project activities to find the most effective ways to obtain a specific (practical) result or create a specific material (intellectual) product.

We emphasize that the basis of the project method is to strengthen the links between theory and practice, the development and formation of skills in planning activities, the ability to observe, check, analyze, and generalize.

Analyzing the essence of the concept of «design», it is advisable to identify the authors whose works are directly related to this issue. Thus, the general questions of the theory of pedagogical design are covered in the works of V. S. Bezrukov, V. P. Bepalko, H. Isaieva, I. Ia. Lerner, V. V. Kraievskiy, L. Zabrodska, L. Khoruzha, O. Onopriienko A. Tsymbalaru [4–6].

Thus, in the works of H. Isaieva, it is determined that design is a special type of intellectual activity, a distinctive feature of which is the perspective orientation towards practically directed research. L. Zabrodska, L. Khoruzha, O. Onopriienko A. Tsymbalaru consider design as an independent type of activity, having the following stages: 1) forecasting (a specially organized study aimed at obtaining information about the development of an object); 2) planning (determination of the activity plan, in the process of implementation of which it is not planned to obtain any significant changes or discoveries) 3) construction (creation of a real object according to a certain model with a certain level of detail of the technological nature of the

activity in the context of its effective implementation); 4) modeling (construction of the future developmental environment, creation of a model – an ideal image of a real object).

Revealing the essence of the concept of «project», let us focus on the fact that in pedagogical science there is no single interpretation of it. Thus, W. H. Kilpatrick explains the project as any work that is done «wholeheartedly» and has a specific target setting. A project as a problem means a situation of creativity in which a person ceases to be the owner of an idea to get a chance to come across something new, to be surprised, to realize it in their work.

The modern period of research of the «project» phenomenon is marked by attention to it as an integral pedagogical technology. However, various categorical features of this concept are known: L. Vashchenko (an innovative form of organizing the educational environment, which is based on the complex nature of the activities of a temporary team of specialists in conditions of active interaction with the environment), A. Moiseiev (a form of building purposeful activity), W. Charters (an action that is performed in natural conditions and contains solutions of a relatively complex problem) [2, 4].

Regarding the definition of «project activity», many authors cover this concept in the context of a set of necessary operations for the implementation of an educational project (A. Tsymbalaru and others). Project activity is also considered as a means of self-development of students since it contributes to the creation of a developing environment that motivates knowledge and skills-based activity, as well as in the context of organizing the process of generalized and direct cognition of reality, that acquires the character of modern design, which provides for obtaining a specific (practical) result and its public presentation.

In this work, the research was carried out to cover the essence of the basic concepts such as «project technology», «project method», «project», «educational project», and «project activity». Thus, scientific research and pedagogical practice confirm the great pedagogical capabilities of project technology for the development of methodological skills and abilities, creativity, critical thinking.

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